Reading Styles of 21st Century Learners in Modular Distance Learning Modality

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ABSTRACT

This qualitative descriptive case study intended to identify the reading styles and challenges of twenty-first century learners in modular distance learning modality. It prompted researchers to conduct similar or related research aiming at elucidating learners' reading styles and experiences while participating in modular distant learning in the self-learning module. The participants' viewpoints and the development of their opinions on the phenomenon of interest that was researched were gathered through semi-structured interviews. Purposive sampling was used to choose participants, who were chosen using the snowball technique, a non-probability method based on their knowledge of the study. Triangulation through focused-group discussion was done to validate the data. The data was interpreted using thematic analysis. The study revealed that learners have a variety of reading styles, including the Blended-Flexible Reading Style, which is a combination of blended instruction and strategy, as well as flexibility, which makes it easy to learn and apply. Motivational-Interactive Reading Style, which is defined as learners interacting with what they are reading by learning effective techniques to navigate ambiguity, discern facts from opinions, and accumulate knowledge to achieve a certain goal, and Exploration and Innovative Reading Style which sheds light on potential strategies for enhancing students' ability to navigate the new information world. It emphasizes the importance of countries stepping up efforts to combat emerging digital divides. It also looks into what teachers can do to help students navigate ambiguity and manage complexity.

INTRODUCTION

In the twenty-first century, reading is the most important skill. It's a team effort involving the reader, the text, and the goal. Engaged readers are those who enjoy reading, choose to read, and have the skills and strategies to read even when the text is challenging (B.Houck, 2021). The reading styles are based on cutting-edge research on how to help struggling adolescent readers improve their reading skills. It meets students where they are and takes them where they need to go using direct instruction and scaffolded strategies.

Reading is both a process and a skill; it is a process of determining what the author wishes to define in his or her works, as well as a skill of comprehending through speaking or the language used here. When you know the tone, purpose, and point of the work you're reading, it takes on new meaning. Reading is primarily a cognitive process, and fluent reading requires knowledge rather than visual gymnastics (Eskey, 1983; Kalayci & Humiston, 2015; Rathert, 2012). The primary goal of reading, according to Deng Yumei (2009), is to comprehend the material's ideas. Reading necessitates the use of decoding, comprehension, and reading strategies.

Solutions to the problem are likely to become even more complicated as the world becomes

complex as a result of the Covid-19 pandemic. The fact that various modes of learning delivery and blended instruction using digital technologies have become the new lifelines for education has increased the urgency with which this problem must be addressed. It has also boosted support for 21st-century readers among students, teachers, and policymakers, education stakeholders who are beginning to understand that we must counter some of the disruptive effects of digitalization in and for education, beginning with digital reading skills, as Schleicher (2021) points out.

Students have had to do their schooling at home and on their own due to the Covid-19 pandemic and school closures. This crisis emphasizes the importance of developing independent and advanced reading skills to prepare young people for a world that is becoming increasingly volatile, uncertain, and ambiguous.

The abovementioned studies show that the transition of learners from learning to read to reading to learn is critical. Twenty-first century readers must be able to navigate increasingly complex texts while also gaining a deeper understanding of the topics they are studying. A learner's reading ability is critical for mastering the complex subject matter. Hence, students must possess the reading skills and styles before mastering the four Cs: critical thinking, collaboration, creativity, and communication. Learners in high school who are not proficient readers fall further behind their peers and are at risk of dropping out before graduation. It is challenging

The purpose of this study was to uncover and understand the learners' reading styles and experiences during the modular distance learning in reading independently on the self-learning module. This case study aims to explore the reading styles, experiences, and challenges of twenty-first century learners in modular distance learning modality. This is envisioned to make a significant contribution to the field of reading literacy skills. It is hoped that this can be one of the references in reading styles of the 21st-century learners that this will serve as a guide for the teachers, and education stakeholders in identifying potential ways to strengthen students' capacity to navigate the new lifelines for the education world of information emerging different learning delivery modes to help students navigate ambiguity and manage complexity.

Literature Review
The main findings in the study of developing reading skills in a digital world, according to the Program International Student Assessment (PISA) that 88 percent of students in OECD countries had both a home Internet connection and a computer that could be used for schoolwork (OECD average-31: 89 percent) – 28 percentage points higher than in PISA 2003. (OECD average-31). Thus, four out of every five disadvantaged students in Malaysia, Mexico, Morocco, Peru, the Philippines, and Vietnam have access to the Internet only at school PISA 2018 (OECD, 2021)

Even though there is a digital divide in navigating digital environments and print reading in a digital world, the study found that in navigating digital environments on average across OECD countries, the index of knowledge of effective reading strategies for assessing the credibility of sources is the most strongly associated with reading performance after accounting for students' ages. The other two reading strategies (i.e., indices of student knowledge of reading strategies for understanding and memorizing a text and summarizing information) are also linked to reading performance (OECD, 2021)

In PISA 2018, it is demonstrated that in print reading in a digital world, students who reported reading books more frequently in paper than digital format perform better in reading and spend more time reading for pleasure in all participating countries/economies. After controlling for students' and schools' socioeconomic background and gender, digital-book readers in OECD countries read for pleasure about 3 hours more per week, print-book readers about 4, and those who balance both formats about 5 hours or more per week (OECD, 2021)

According to the findings of the aforementioned studies, reading appears to be an important part of a person's daily life. There are numerous advantages to reading. It provides readers with the opportunity to gather information, knowledge, and ideas. It broadens their lexicon. It allows people to be aware of their surroundings (Paet et al., 2015). Reading is an activity that entails translating the symbols of letters into words and sentences that have meaning for the individual.

People will need to read an email, text, or phone message, refer to a grocery list, or, the most basic act of all, order food from a menu. If they are unable to read, they must have someone read to them. In 1820, only 12% of the world's population could read and write; today, only 14% of the world's population is illiterate. Over the last 65 years, the global literacy rate has increased by 4% every 5 years, rising from 42% in 1960 to 86 percent in 2015. (Roser & Ortiz, 2020). Roser and Ortiz added that, despite significant improvements in the expansion of basic education and the continuous reduction of educational inequalities, there are significant challenges ahead.

The increasing complexity of modern living for individuals, communities, and societies implies that solutions to our problems will become increasingly complex. Particularly when the unprecedented global pandemic COVID-19 spread occurred.

Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency (DepEd Order No. 12, s.2020) are policies and orders crafted in response to the challenge of facing the sustainability of continuous advancement in educational quality in which different distance learning modalities were adopted, one of which is the modular The Department of Education provided modular distance learning as one of the learning modalities in response to the critical needs. It refers to individualized instruction in which learners use self-learning modules (SLMs) as the primary mode of instruction.

Distance learning refers to a learning delivery modality where a learner is given materials or access to resources, and he/she undertakes self-directed study at home or in another venue. (DO 21, s. 2019 pp. 96). Learners engage in independent learning at home or in any physical learning space applicable, by using learning materials that are accessible either online, stored on CD/DVD/USB Flash drive, or in printed form, or by viewing TV lessons or listening to radio-based instruction while being geographically distant from the teacher. The teacher supervises and monitors the learner's progress and provides remediation and enhancement when needed and possible.

Distance learning is a type of learning delivery method in which a learner is given materials or access to resources and then conducts self-directed study at home or in another location with the assistance of a parent, family member, or community stakeholder (DO 21, s. 2019, p. 96.) Distance learning, according to Patru and Khvilon (2002), is an educational process and approach in which most or all of the teaching is done by a teacher who is separated in space and time from the learner. In practice, the majority of communication or interaction occurs through artificial media such as telecommunication systems, electronic devices, or printed modules.

Therefore, learners engage in independent learning at home or in any other physical learning space using learning materials available online, on CD/DVD/USB Flash drive, or in printed form, or by watching TV lessons or listening to radio-based instruction while geographically separated from the teacher. The teacher supervises and monitors the learner's progress, and provides remediation and enhancement when necessary and possible.

Most schools in the country provide Modular Distance Learning (MDL), which refers to individualized instruction in which learners use self-learning modules (SLMs) in print or digital format, whichever is applicable in the context of the learner, with the guidance of any member of the family or other stakeholder in the community who has been trained to serve as a learner (DepEd, 2020).

Embracing the new learning modalities offered in basic education to sustain the continuity plan in which modular distance learning was introduced in the teaching-learning process reveals also the critical challenges and difficulties that the 21st generation is facing and experiencing in answering all of the modular printed on them and some were too passive to read the modules. However, distance learning has several advantages over traditional classroom teaching and learning. Among its advantages are the ability to use and share tools at the same time, interactive collaboration (sharing), and communication with the learning process (Guo, 2010).

Reading is one of the five macro skills in communication and one of the skills that 21st-century learners must be equipped with within grades K-12. Reading is a form of communication between the author and his readers. The book or anything to read that serves as a channel or media person, the author who wrote the work to be read, and the reading of his writings are all involved. It is one of the critical skills that must be developed. The primary goal of reading is to comprehend the ideas contained in the material. Reading requires at least three types of skills: decoding comprehension, reading strategies, and fluency (Deng Yumei, 2009).

As such, learning to read is most likely one of the most important skills that students must acquire. Learners must learn to read to learn about various subjects and function well in society. Reading is a fundamental skill that is required for success in life. It allows people to gain more knowledge and information from books, magazines, newspapers, and other sources. Reading is the most important component of the learning process and social interaction because, first and foremost, reading is an essential communication tool in a civilized society. Second, reading materials produced at any time in history have been most influenced by social background. Third, developments that occurred during the recorded history of reading have led to two very different poles. (Wright, P. 2012).

Reading, according to Austero (1999), is a method of recognizing and obtaining insights and thoughts from the symbols used to recite the speech. It is also a

comprehension of the writer's language via a written symbol. The reader must comprehend the symbols he is reading as well as the message it contains. Reading abilities enable a person to interact with and derive meaning from written language. Several components must be mastered before one can independently comprehend the intended message relayed in the written content. The National Reading Panel defines phonemic awareness as "recognizing and manipulating spoken words in the language" (Whalon et al. 2009).

Reading is said to be a process of self-discovery. Readers interact with written materials during this process by exerting both cognitive and metacognitive efforts to decompose new knowledge to make or infer meaning. Reading comprehension can be viewed as the result of this perspective (Hellyer, Robinson, & Sherwood, 2001; Kalayci, 2012).

Thus, the goal of reading is to be able to understand written materials, evaluate them, and use them for one's needs. Reading is an important subject to be taught in school. In the reading learning process, the student must understand the content of the text to get the information from it. Reading is processed to transfer the contents from book to brain from writer to reader, and this information will not receive by the readers if they did not understand the content of the text.

Thus, the goal of reading is to be able to comprehend written materials, evaluate them, and apply them to one's own needs. Reading is an important subject that should be taught in school. The student must understand the content of the text to obtain information from it during the reading learning process. Reading is a process that transfers the contents of a book from the writer's brain to the reader's brain, and this information will not be received by the readers if they do not understand the text's content.

Unfortunately, learners in the distant learning face unique challenges that must be addressed with specific intervention strategies in such a way that it develops foundational skills while engaging students who struggle with reading with a guide that lays out the elements of a successful adolescent intervention program so that teachers can choose a research-based, effective reading program and reading styles with confidence.

Consequently, poor reading skills are clear. According to each year, 1.3 million students drop out of high school, and 70 percent of them have poor reading skills that not only keep them from graduating but also impact their potential lifetime earnings. This report outlines the research base for proven strategies to intervene and turn struggling readers into successful readers (Tech and Learning, 2016)

Learners with reading disabilities face a great deal of frustration as they learn to read. Often, the challenges that students face are too great to overcome, and some students never learn to be proficient readers. Some people will never be able to overcome the barriers that prevent them from learning to read if they are not properly supported. According to Tech and Learning (2016), the precise cause of reading difficulties is unknown. This issue will deviate from the goal of teaching and learning. Thus, The solution to these problems is for the teacher to devise a strategy and provide remedial reading to the students, especially in this new normal, as the method will assist the teacher in making his teaching and learning more effective.

Motivating non-proficient readers with a track record of failure and convincing students that they can become successful readers is an enormous challenge. As a result, strategies to motivate learners to achieve reading success are critical, particularly in the new model of the teaching-learning process.

Nowadays, the infodemic, as well as the general unease and uncertainty it sows about basic accurate and health-related facts, has captured the attention of 15-year-old students – as well as their desire for tools and solutions (OECD, 2021). So, struggling readers were given a variety of interventions such as tutoring, differentiated instruction, and skill set development throughout their education to help them improve their reading skills. Although reading interventions were required for many students, many school sites and districts implemented programs and strategies for general populations rather than specific students, highlighting the need for research.

Furthermore, students will be motivated to succeed as a result of research-based, targeted intervention and practice. Students' language skills will improve over time, and they will be able to not only read and understand complex texts but also produce more sophisticated writing. Immediate, positive feedback encourages them to improve their skills.

Thus, learners in modular distant learning have developed reading styles that combine motivation, reading strategies for easy comprehension, emerging digital use, and collaboration with other learners to fill literacy gaps. As a result, their immediate reaction to their teacher and peers indicates that students remain engaged while achieving success in learning approaches and styles in understanding their self-learning module.

Research Methodology
Research Design
This research used the qualitative method to gain insight into the nature of the setting and experiences of the subject in this study (Creswell, 2002). It specifically employs a descriptive case study approach to facilitate the exploration of a phenomenon within its context, ensuring that the issue is not explored through a single lens, but rather a variety of lenses, allowing multiple facets of the phenomenon to be revealed and understood (Stake, 1995). This case study type is used to describe an intervention or phenomenon as well as the real-world context in which it occurred (Yin, 2003).

The purpose of this case study was to ascertain the reading styles, experiences, and challenges of twenty-first-century learners enrolled in a modular distance learning modality. A case study was chosen because the case was the learners' reading styles, experiences, and challenges, but the case could not be considered without the context, which is a space away from school or classroom, more specifically the learners' home or house settings. The various reading styles, experiences, and challenges occurred, developed, and were utilized in these settings.

Research Environment
This study was conducted in the Southern part of Cebu, Philippines.

Sampling Technique
Purposive sampling, a non-probability method, was used to select participants based on purposefully chosen inclusion criteria. According to Robinson (2014), purposeful sampling is a sampling design that is not intended to provide a representative sample, and that the standard used in selecting participants is whether they are "information-rich" (Patton, 1990).

Research Participants
The participants of this research were chosen through purposive sampling are the two (2) senior high school students of the Academic Year 2020-2021. The researcher initially chose potential participants based on the selection criteria which follows a.) He/ She was currently enrolled in the modular distant learning modality, b.) one participant, he/ she is a high-achieving student with an average of 90 or higher; and c.) the other one participant, he/she is a low-achieving student with an average of 84 or lower. Academic grades were reflected in their School Form 9 or Report Card.

Research Instrument
The research utilized a semi-structured interview. Semi-structured interviews, according to Fontana and Frey (2000), are "one of the most powerful ways in which we try to understand our fellow human beings." The interview questions, which focused on learners' experiences, challenges, and reading and understanding styles for their self-learning modules, are included in the Appendix. The interviews included broad, open-ended questions designed to elicit students' perspectives on their difficulties with distance learning. As the researchers interviewed the students, we probed for further information, elaboration, or clarification of responses as we deemed appropriate. Semi-structured interviews permitted the researchers to address the issue of trust while maintaining a feeling of openness (Kvale,1996).

The interview was participated by 2 senior high school learners' participants.

Data Gathering
Permission to conduct the study was asked from the participants who were chosen through purposive sampling. An informed consent form was given to the chosen respondents. They were given ample time to assess their participation in the study. After the consent was granted, participants were oriented on the nature of the study, their extent of participation, the risks and conveniences, the participants' rights, benefits, and confidentiality (Creswell, 2002).

Then, the researchers gathered data through semi-structured interviews with the 2 senior high school students, which were conducted via video online via Zoom.

To validate the data gathered, students participated in a focus group discussion. The focused group consisted of the participant's parent/guardian, with whom they live, and their one English subject teacher. The parent/guardian and the participant's teacher serve as validators of the participants' responses to eliminate biases. The information gathered from parents/guardians and the teacher was validated using data triangulation. Using triangulation, the researchers were able to cross-check the results and gain a better understanding of the complex and multi-dimensional aspects of the participants' responses.

The responses of the participants were documented using online video recording, which was then transcribed verbatim to aid in subsequent data analysis. After gathering the necessary information, the data was coded using Strauss and Corbin's triadic coding procedure.

Data Analysis
Thematic analysis was done to interpret the data of the study. The researchers analyzed their data for multiple perspectives on this theme of "safety" (ordinary theme). The term multiple perspectives

mean that researchers provide several viewpoints from different individuals/participants and sources of data as evidence for a theme. Multiple perspectives are important when conveying the complexity of the phenomenon in qualitative research (Asmussen & Creswell, 1995).

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) in data. It minimally organizes and describes your data set in (rich) detail. However, it frequently goes beyond this and interprets various aspects of the research topic (Boyatzis, 1998). The variety of different possible thematic analyses will be highlighted further concerning several decisions regarding it as a method.

Research Rigor
To maintain the rigors of the study, the researcher used the Lomborg and Kirkevold (2003) criteria, which included the concepts of fit, work, relevance, and modifiability.

The researcher chose study participants who met the inclusion criteria and agreed to share their modular distant learning modality challenges and strategies.

Demographic Information

Ethical Considerations
The researcher gathered the informed participants and assured the consenting participants of strict confidentiality, following the ethical principles during the study period to explore information about the reading styles, challenges, and experiences of the learners in the modular mode of learning. The researcher likewise asked for their consent to record the online video interview session via Zoom.

Results and Discussions
The results of case study were presented as follows: demographic profile of participants and Reading Styles of the 21 century learners in the modular distance learning modality presented in Theoretical Themes.

Demographic information
As shown in Table 1, the total study participants consisted of 2 senior high school learners, there are 2 females. The participants "ages ranged from 15 to 20". Two are all Roman Catholics. Both have a cellphone and Internet data access. All of the participants are enrolled in modular modality.

Table 1: Demographic Information of Preliminary Study Participants

Participant	Age	Sex	Civil Status	Education	Religion	Nationality
1	19	F	Single	Senior High	Roman Catholic	Filipino
1	18	F	Single	Senior High	Roman Catholic	Filipino

Following the analysis, the three themes 21st century learners' reading styles emerged in the modular distance learning modality, namely:
Theme 1: Blended-flexible Reading Style
Theme 2: Motivational- Interactive Reading Style
Theme 3: Exploration and Innovative Reading Style

This, combined with an understanding of anonymity, allowed for greater richness in the data collected. Three major themes emerged from the analysis of the interview transcriptions. The themes describe the participants' reading styles and experiences while reading independently on the self-learning module during the modular distance learning.

With verbatim quotations, a representative sample of the participants' responses is presented, informant 1 as Maria and Informant 2 as Dolor. The following are the main themes discovered through data analysis, and for each theme, a comprehensive discussion is provided:

Theme 1: Blended-flexible Reading Style
Every student has a special style for reading. Students learn to read more easily and enjoy it more when instructional techniques match their styles (Carbo 1982, 1994).

It is said that *blended reading style* is a learning solution for struggling adolescents that inspires a new level of confidence and drive to help students become proficient readers. It's effective because it fosters both foundational and advanced learning. Multiple entry points allow for students to receive instruction that has the most impact on their learning. It meets students where they are and gets them where they need to be.

It demonstrates that a blended reading technique is a well-balanced approach that yields excellent results. Self-Learning Modules leverages instructor direction for monitoring and evaluation in reading improvement, and it employs technology to strengthen learners' core literacy abilities. It will fill the gaps students missed in earlier grades by using the internet or online help. Independent reading will help students acquire fundamental abilities such as phonics, spelling, sentence structure, and fluency. They're filling in the gaps they missed in school using technology.

This evidence is manifested when Informant (1) Maria said,
S1: *"Magresearch rako online related sa ana nga word or topic nga dili nako na sabtan.Kuhaon*

nako ang meaning para makasabot ko. Akong basahon ang paragraph nya balikon na pod og basa if dili pa jud masabtan. Nya inig tan aw nako sa akong ge research nga ma relate na maka come up na dayon ko og idea. There are times nga maglisud ko og sabot sa directions sa activity mo chat ko sa akong teacher unsaon pag answer nya mo answer raman pod dayon na siya."

S2:   *"I did online research and look for the meaning on that certain word. I need to know the meaning so I could clearly understand and come up an idea.* There were times I could hardly understand the directions of that activity and I will ask my teacher for further clarification."

This thought was supported by Informant (2) Dolor saying that,

S1:   *"Naa man si google ma'am maka research ra ko online.* Nya naa pod akong igsoon makatabang ra pod nako labi na sa English nga maglusud jud ko nya parehas me sa akong igsoon nga naasa Grade 12. Hinoon makabasa ko og English but maglisud kog sabot, *mao nang mag research ko ni google sa meaning."*

S2:   *I did online research through google.* We're on the same grade level with my younger brother and he helped me in answering the module especially in English. *I can read but can't comprehend that is why I need to research online.*

Blended reading style is said to be a learning option for struggling adolescents that instills a new sense of confidence and motivation to help them become proficient readers. It works because it encourages both fundamental and advanced learning. Students can get education that has the greatest impact on their learning through multiple entrance points. It meets students where they are and takes them to their destination.

Learners' Flexible Reading Style is a simplified approach that allows them to read, comprehend, and learn anywhere, at any time. It is their styles with comfortable reading locations, food, some lowered illumination, and activities to choose from, as well as learning a variety of approaches to teach reading and apply them flexibly.

According to the informant, the modular distance learning teaches them time management in reading and answering all the self-learning modules they have. They have their own pace of time when it comes to answering the modules, but they openly admitted that they were distracted by many factors in their house while reading and answering the modules, one of which was house chores.

This evidence is demonstrated by Maria stated,

S1:   "Lisud jud ma'am kay nay times nga lisud jud, *ikaw nalay mag-adjust labi na magtrabaho samtang nag-eskwela*. Bura nag magramble imong huna-huna unsay unahon so, kinahanglan jud nga ihatag nimo ang time bisag napuno naka ma'am. Makaingon tag bahala na na. Unya maka realize ra pod ka nga kinahanglan man pod di ay answeran kay ako man di ay ning gisugdan so, dapat akong humanon sad. Ingon ana ma'am *e balance ra jud mao na akong pasensya ma'am."*

S2:   It's so hard in my part because there were times I struggled a lot but *I have to adjust especially I am a working student.* I feel confused to which should I prioritized but I have come to realized that I need to answer the modules. So, that's it ma'am, *I have to balance my time.*

Every student has a special style for reading. Students learn to read more easily and enjoy it more when instructional techniques match their styles (Carbo 1982, 1994). Research shows that reading styles instruction can help even the least academically talented youngsters become proficient readers. Seeing the "big picture" of reading styles teaching and offer some effective strategies for increasing literacy. That is why accommodating students' reading styles with comfortable reading areas, snacks, some reduced lighting, and choices of activities and learning a variety of methods to teach reading and apply them flexibly will be substantial technique in reading.

Student tends to listen music while reading and answering the self-learning module to lessen burden and to makes oneself more relax and find oneself more at ease in doing it. However, there are also students who cannot focus reading while listening to music. Thus, learning are not personality traits or fixed learning styles, students can adopt an approach which is based on their perception of the task.

The learners can move from the different approaches and for some of the student's personal life or knowledge, they highlighted their perceptions of deep or surface learning during their reading study. The learners can move from the different approaches and for some of the student's personal life or knowledge, they highlighted their perceptions of deep or surface learning during their reading study (Chen and Dhillon, 2012)

Thus, **Blended-Flexible Reading Style** is a combination of blended instruction and strategy, as

well as the solution's flexibility, which makes it easy to learn and apply.

Blended reading combines the power of instructor instruction with the convenience of a self-learning module and online strategy and practice for students. Students' strategy and practice is that if they don't understand what they're reading, they go to their phones or computers and open websites that will help them understand more of what they're reading and switching from reading the text of self-learning modules to the online word is a simple transition.

Theme 2: Motivational- Interactive Reading Style
Getting students to read requires grabbing and sustaining their attention in a *motivational reading style.* To stay engaged, every learner demands attention-getting strategies. This time, however, it was the students who were encouraging themselves to finish the learning activity they needed to complete within the week in order to satisfy the self-learning modules' goals. When they're asked to answer the modules, it's really guided, and it corresponds to the reading. Students' reading engagement is fueled by their interest in and love of reading, as well as intrinsic drive.

Staying motivated amidst struggle was shared by Maria,

S1: "Dako jud og impact nako. Lahi ra jud sa face to face kay makapangutana man jud ta deretso sa teacher for clarification nya makatubag ra pod dayon siya. *Nya mahimo pod tang responsible sa pag answer sa mga module nga dapat jud nimong humanon. Nya mahimo pod tang independent sap ag answer sa module kay wala man tay kapangutan an. Nya hardwork pod sa pag-answer sa module nya kinahanglan pod ang time management.*"

S2: "Yes, it has a big impact on my part. I like face to face classes because I can ask some clarification direct to my adviser and she answer it right away. *I became responsible and a hardworking student in terms of answering the module. I had learned time management.*"

Dolor added that,

S1: *"Struggle jud labi na samok sa balay, na pay bata mag sige hilak. Maglisud pa kog sabot sa akong gibasa. Kinahanglan jud nay mo explain nako para dali ko makasabot. Pero sa panahon karon nga pandemic, na independent ko sap ag-answer, kayahon nalang jud nako."*

S2: Yes, it is a struggled on my part, I have a baby that keeps on crying then, I had poor reading comprehension. I need somebody to explain what in the module. *But in this time of pandemic, I need to become independent in answering the module and I have to do this by myself.*"

A positive attitude toward reading must be instilled in children from an early age. It is the responsibility of parents and the community to instill a love of reading in their children and to allow them to read as much as they can. Students, no matter how hard teachers work, must also work hard to develop good reading habits. All well-planned reading programs, campaigns, and promotions promoting pleasure reading will be ineffective if their attitude toward reading is solely for the purpose of completing academic assignments.

The definition of reading has evolved since PISA 2000 to reflect advances in the theoretical understanding of what it means to be able to read, which now includes cognitive, metacognitive, and affective-motivational components. Thus, reading in the digital era, for example, entails continually evaluating the quality and validity of a variety of sources, navigating ambiguity, distinguishing between facts and opinions, and accumulating knowledge. Individuals must acquire effective ways – thinking about, monitoring, and altering their behavior to attain a certain goal (also known as metacognitive reading strategies) – as well as motivation to persevere in the process.

According to Guo (2010), distance learning provides substantial advantages over traditional classroom education. These advantages include the usage and sharing of several materials at the same time, as well as collaborative sharing and participation in the learning-teaching process.

According to **interactive reading models**, comprehension is built up or formed from knowledge sources that interact with one another on the input from the written page (Lee & VaPatten, 1995:191). Comprehension is the process of connecting new or incoming information to previously stored information in the memory. In this part, readers compare the new information on the printed page to their existing knowledge. They must allow new information to enter and become part of their knowledge storage.

It was determined and expressed by the Dolor and Maria were under the theme of interactive reading that they are having hard time in understanding the words found in the SLM (Self-learning module). They added that they need to use dictionary or search through google online the meaning of the word and sometimes translate the English word in Filipino or in Bisaya. The opinions expressed by the participants under this theme are related to overcome the

challenges and difficulties in reading the module by looking for context clues, comprehending between the lines and understanding the lessons. The following sentences can be given as an example to the participants' views on this theme:

S1: "Inig basa nako usahay maka sabot ko, usahay pod dili. Mao nang mag research dayon ko ni google unsay meaning. *Mostly, akong e translate sa Filipino or Bisaya ang word sa English para dali ra nakong masabtan.*"

S2: "Sometimes I grasped easily what I read but there were times I do not and that's the time I made online researched. *Most of the time, I translate the English word to Filipino or in Bisaya to fully understand.*"

Maria highlighted the claimed that,

S1: "Average ra jud ko ma'am. Naa ra jud ko sa 6or 7 out of 10. *Kabalo ko mobasa pero naa jud koy mga times nga maglisug ko og sabot sa akong gibasa. Kuhaon jud nako ang meaning sa word para akong masabtan.*"

S2: "I am in an average level. May be a rate of 6 or 7 out of. *I can read but there are times I could hardly understand and I need to look the meaning of it.*"

In a nutshell, schema theory is a learning theory that claims that language understanding is a collaborative process involving the learner's prior knowledge and the text. When relating what he already knows to the text being processed, the reader uses top-down processing, and when relating the text being processed to what he already knows, he uses bottom-up processing (Ngabut, 2015).

Therefore, *motivational-interactive reading style* is defined as learners interacting with what they are reading by learning effective techniques to navigate ambiguity, discern facts from opinions, and accumulate knowledge in order to achieve a certain goal.

Theme 3. Exploration and Innovative Reading Style

Literacy in the twenty-first century is about building and validating knowledge. *Exploration through digital technologies* have facilitated the dissemination of all types of information, displacing traditional formats of typically more carefully curated information such as encyclopedias and newspapers. Exploration in the digital era's massive information flow necessitates readers' ability to distinguish between fact and opinion.

Readers must learn how to detect biased information and malicious content, such as fake news and phishing emails. According to the PISA 21st-century readers report, students' access to digital technologies and training on how to use them varies greatly across countries and students' socioeconomic profiles. This report looks at how 15-year-old students are learning to read in order to navigate the technologically advanced 21st century (OECD, 2021)

The viewpoint of Maria showed the claim of above mentioned reading styles, that was stated,

S1: "First, is focus and second is concentration kung unsay unahan labi na og stay in ka sa imog trabaho labi na og magdungan og release sa mga modules. *Ang akong buhaton kay mag scanning ko sa mga modules unsay sayon mao to ako unahon og basa nya unsay akong nasabtan maoy unahon nako og answer, og dili gani ko kasabot sa word nga akong gibasa balikon napod Nakong basa ang line nya mangutana pod ko sa akong mga classmate through messenger. Nya mogamit pod ko og dictionary para akong masabtan nya makuha nako ang answer.*"

S2: "First, I have to focus and second is to concentrate to which should I prioritized especially I am a stay-in working student. *I scanned the modules and prioritized to answer the easiest one and answer* the rest later. I read t*wice the hard words and ask help from classmates through messenger.* I also used dictionary to get the meaning.

It was clearly added in the statement by Maria that;

S1: "*Dako jud nako og tabang ang music while nagbasa ko sa module.* Mas maka concentrate ko sa akong gibasa. Makaparelax sya nako labi na na og nauno nako sa basahonon.

Inig answer nako sa modules maglingkod jud ko para maka concentrate ko sa pag-answer. Likayan nako nga maghigda kay makatog ko."

S2: "*I scanned the modules and answer first the easiest one does the hardest later. I used to listen music while answering the modules and it made me relaxed.* Setting comfortably made me concentrate in answering the modules."

Hence, *Exploration and Innovative Reading Style*, sheds light on *potential strategies for enhancing students' ability to navigate the new information world*. It emphasizes the importance of countries stepping up efforts to combat emerging digital divides. It also looks into what teachers can do to help students navigate ambiguity and manage complexity.

During this crisis, our unprecedented reliance on the world has created momentum to harness its power for

better learning opportunities. Innovative digitalization has the potential to respond to a broader range of learning needs, scale and disseminate effective practice, increase efficiency, and improve the integration of learning and assessment. Simultaneously, education stakeholders are beginning to recognize the importance of mitigating some of the disruptive effects of digitalization in and for education: This begins with digital reading abilities.

Based on their shared experiences, we can imply that in a structurally imbalanced world, the imperative of reconciling diverse perspectives and interests in local settings with sometimes global implications will necessitate young people becoming adept at dealing with tensions, dilemmas, and trade-offs. That, twenty-first century literacy skills are required to strike a balance between competing demands – equity and freedom, autonomy and community, innovation and continuity, efficiency, and democratic processes.

Conclusion

Based on the preceding analyses and discussion, the following conclusions can be drawn:

1. The modular distance learning modality has provided learners with a positive outlook and motivation to move forward.

2. Overcoming Reading Challenges and Difficulties The module emphasizes the importance of background knowledge in facilitating text comprehension.

3. The interaction of text and reader is how the meaning of the context is obtained.

4. Reading comprehension may vary the level of reading depending on the learner's fluency of the language. Every student has a special style for reading.

5. Students learn to read more easily and enjoy it more when instructional techniques match their styles and offer some effective strategies for increasing literacy. That is why accommodating students' reading styles with comfortable reading areas, snacks, some reduced lighting, and choices of activities and learning a variety of methods to teach reading and apply them flexibly will be substantial technique in reading.

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